



# ARE WE WEARING BULLY BLINDERS?



- 3,627 teachers surveyed in the United States
- 90,720 teachers survey internationally
- 80% reported being a victim
- 94% reported being victimized by a student
- 44% were physically attacked
- 72% reported harassment
- 50% experienced theft or property damage

2011 Study, "Understanding and Preventing Violence Directed Against Teachers," reported 80% of 3,000 K-12 teachers surveyed felt victimized by students, students' parents or colleagues in the past year. <http://www.apa.org/ed/schools/cpse/activities/classroom-violence.aspx>

Seems no one wants to talk about it. There are no direct answers but one—avoidance.

## Is that the right answer?

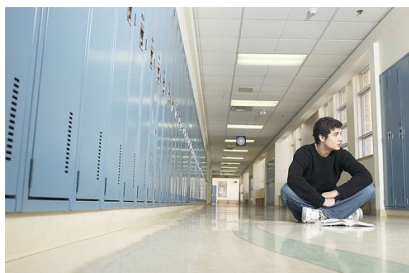
At the time it seems to be the safe answer. We put on the bully blinders and avoid.

Teachers discuss the issues of how they have been victims also by students, co-workers and even the parents of students. The secrets are kept within the school walls for fear of the school reputation or retaliation.

Dorothy Espelage, a professor of education psychology at the University of Illinois suggested in a 2011 report that a database for teacher victimization be recreated for anonymous data to aid research in the "how" and "why". A possible theme could be developed which can assist in the development of teacher training programs. <http://www.apa.org/news/press/releases/2013/01/violence-teachers.aspx>

## Is that Child Mean or is He a Bully? Why it's Critical that Adults Understand the Difference

By Signe Whitson  
Nationally Recognized Bullying Expert  
Reclaiming Youth



In our culture of 24/7 news cycles and social media sound bites, adults have a better opportunity than ever before to bring attention to important issues related to a child's well-being. In the last few years, Americans have collectively paid attention to the issue of bullying like never before; millions of school

children have been given a voice, 49 states in the U.S. have passed anti-bullying legislation, and thousands of adults have been trained in important strategies to keep kids safe and dignified in schools and communities. These are significant achievements.

At the same time, however, gratuitous references to bullying are self-defeating, creating a "little boy who cried wolf" phenomena among professionals and students alike. When rudeness and mean behavior are incorrectly labeled as "bullying," this actual life-and-

death issue among young people loses its urgency. To keep this bona fide school safety issue on the front burner of educators, mental health professionals, and youth workers there is a need to draw a distinction between behavior that is rude, behavior that is mean, and behavior that is characteristic of bullying.

**Rude = Inadvertently saying or doing something that hurts someone else.**

From kids, rudeness might look like burping in someone's face, jumping ahead in line, or bragging about achieving the highest grade. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, or narcissism, but not meant to actually hurt someone.

[read more](#) or

[http://www.reclaiming.com/content/node/325?utm\\_source=emailcampaign13&utm\\_medium=phpList&utm\\_content=HTMLemail&utm\\_campaign=Special+Bullying+Edition+and+Polo+Giveaway](http://www.reclaiming.com/content/node/325?utm_source=emailcampaign13&utm_medium=phpList&utm_content=HTMLemail&utm_campaign=Special+Bullying+Edition+and+Polo+Giveaway)

# A Letter to a Bully

*\*First published in Reclaiming Youth International E-newsletter April 2010.*

In some of my education classes at Augustana College, I ask my students to "write a letter to a teacher or student that made such an impression but you never had a reason to write him or her before. Consider this your opportunity." One of my students submitted this powerful letter to a classmate that bullied her. It might be something that some of you may want to read to your students with follow-up conversation and discussion. ~ Steve Van Bockern

Dear KC,

I'm not sure that you remember me; it was for only a short time that we knew each other. But it was in that brief span of life that you had made my existence painful and nearly unendurable. My name is Audrey. In that land of preteen hierarchy called middle school, I was made the victim by your cruel words and actions.

It must take some sort of genius to do as you did; to turn away those I had been friends with, and those I would never know. To spread rumors with no foundations in reality; to plant their seeds and reap the withered fruits they produced. To tear me apart with a surgical precision that left me breathless and alone. But perhaps I grow too poetic in my nostalgia, too gracious in my words of praise. Your intelligence was no more than that of a pouting child with power; perfect skin and hair, the magic combination of popularity.

It had all started out when you moved to our school. You had sat alone at lunch, and I wanted to make you feel welcomed; like you belonged right here with all of us. Now, it feels like that was my first mistake - compassion. Had I never felt it, perhaps I would have never known you. My second mistake was a family vacation. In the one week I was gone, you had managed to turn my friends away from me. I realize I was not the most attractive girl in our grade. I suffered acne and greasy hair, glasses and of course the social-murder of braces. And it was tinder to the fire you started. I was a lesbian, you told them. A pervert, something less than human, and a slew of words that would make a sailor blush. For a middle schooler, such words are gold, though. Most of us didn't even know the words, much less what they meant. And so, their violent connotations equated to hatred turned against me. It meant no one to sit with at lunch, no friends at recess, no partners on class projects - only laughing taunts and unsure, nervous stares. I was made a pariah, the leper of school, exiled to the fringes of social life.

I had never, nor have I since, been that depressed in my life. I was unable to focus on school work and instead buried myself in books, words far away from my own. I went to worlds that kept me from crying, from feeling lonely. As long as I was surrounded by words, I didn't need anything else. I hardly ate during this time, and so more fodder was added to

## Reclaiming Youth

<http://www.reclaiming.com/content/node/1217>  
utm\_source=emailcampaign13&utm\_medium=phpList&utm\_content=HTMLemail&utm\_campaign=Special+Bullying+Edition+and+Polo+Giveaway



the abuse. I had hit a growth spurt, and weighed about 100 pounds. Of course I looked awkward and felt worse than that; I was hitting puberty less gracefully than most, and suffering for it. My temperament became volatile and angry towards family. They couldn't help me, and I couldn't tell them what was happening. I was too embarrassed. Finally, a teacher took notice of my depression, and with my parents, confronted me. And all I could do was cry. I was so relieved that someone knew that things were going to change. I didn't need to be afraid of going to school every day.

Most likely, you will never know the pain you caused me, KC. I can't help but believe that anyone with that sort of knowledge would even start that sort of harassment. But then, I am often wrong. It took me a very long time to feel comfortable around people again. I still feel as if, at any time, strangers could twist my words into something monstrous. I now tend to come off as cold and stand-offish, and up until about four years ago, making friends was a difficult process.

I am older now, and a little wiser. I can take care of myself these days, and surround myself with people who care about me. I understand that humans are capable of major and absolute destruction. But they are also capable of wonderful miracles; of kindness and moments of profound beauty. I understand that now. I know that in each person is some sort of goodness.

I see how miserable people are when they put others down. There is no real joy in their actions, only more pain; they were torturing that flame of good nature, dousing it in water and drowning. I think that might have been you, KC. You were lonely and hurting. So you wanted someone to comprehend that pain. And I did. And I feel sorry for you. No one should ever have to experience those feelings.

I still may have difficulties forgiving you, but strangely, you have truly given me a great gift - the capacity for empathy. I hope that you some day can feel the same way and finally love and respect yourself.

Sincerely,

Audrey



# Your school Our education

**YOU REALLY NEED TO READ AND WATCH THIS.**

## **PARENTING U: IS MY CHILD BEING BULLIED? WHAT SHOULD I DO?**

Omaha World Herald wrote an excellent article in their momaha edition. Author Josie Loza is concerned about bullying and her own children.

The videos and webinar brief by Dr. Mike Vance of Children's Behavior Health

<http://blogs.momaha.com/2013/04/36094/>

More from momaha. . .

## **PHIL BOUCHER: MAKE YOUR TODDLER FEEL SMART**

<http://blogs.momaha.com/2013/04/36359/>

- Toddlers want to be understood and take seriously.
- Toddlers can't seem to make up their mind.

## **When bullying goes high-tech**

Elizabeth Landau, CNN

April 15, 2013

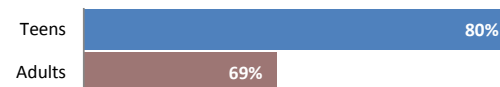
Additional information available at: [http://www.cnn.com/2013/02/27/health/cyberbullying-online-bully-victims/index.html?hpt=hp\\_t2](http://www.cnn.com/2013/02/27/health/cyberbullying-online-bully-victims/index.html?hpt=hp_t2)

### **Teens (12-17 years old) vs. Adults (18 years and older)**

#### **Internet users**

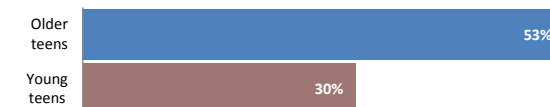


#### **Social network users**

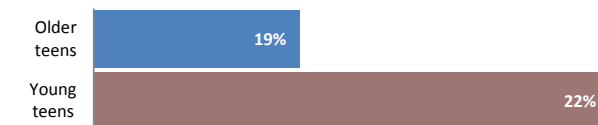


### **Young teens (12-13 years old) vs. Older teens (14-17 years old)**

#### **Go online several times a day**



#### **Peers are "mostly unkind" on social networks**



#### **Social network experience make you feel good about yourself.**



# Your school Our education

COURTESY OF CNN SCHOOL OF THOUGHT  
**COMPUTERS CAN'T REPLACE REAL TEACHERS**  
APRIL 8, 2013. WENDY KOPP, SPECIAL TO CNN  
READ THE ARTICLE AT [HTTP://WWW.CNN.COM/2013/04/08/OPINION/KOPP-KIDS-REAL-TEACHERS/INDEX.HTML](http://WWW.CNN.COM/2013/04/08/OPINION/KOPP-KIDS-REAL-TEACHERS/INDEX.HTML)

*Wendy Kopp is CEO of Teach for All, a global network of independent organizations dedicated to expanding educational opportunity, and founder and board chairwoman of Teach for America, a national corps of recent college graduates who commit two years to teach in high-needs schools.*

Tech visionary Steve Jobs understood better than anyone the impulse to believe that technology can solve our most complex societal problems. "Unfortunately it just ain't so," [he said](#). "We need to attack these things at the root, which is people and how much freedom we give people. ... I wish it was as simple as giving it over to the computer." That's certainly true when it comes to education, particularly in impoverished communities.

## TEACHERS PROVIDE

- Knowledge
- Emotional support
- Social skill development
- Refocusing of attention
- Guidance

As a founder of two organizations that recruit top college graduates to expand educational opportunity, I've spent a lot of time examining what's at work in successful classrooms and schools over the past two decades. In every classroom

where students are excelling against the odds, there's a teacher who's empowered her students to work hard to realize their potential. Whenever I ask the leaders of successful schools their secret, the answer is almost always the same: people, people, people. They are obsessed with recruiting and developing the best teams.

Research [confirms](#) that great teachers change lives. Students with one highly effective elementary school teacher are more likely to go to college, less likely to become pregnant as teens and earn tens of thousands more over their lifetimes. Faced with the choice between giving every child in a school his or her own laptop or putting 30 of them in a classroom with one exceptional teacher, there's no question which is the better investment.

So it's disappointing to see more and more people herald technology as an educational panacea while dismissing the indispensable role of people.

In a [recent article](#) on this site, Richard Galant asked whether we'd be better off ditching teachers, giving kids computers and leaving them to their own devices to teach

themselves and each other. The idea is based on the work of Sugata Mitra, an education professor who set up an experiment in India where he gave children in the slums access to a "computer in the wall" and found that without guidance, they were soon using it to learn on their own.

Galant's piece could leave the impression that teachers are obsolete and that their main function is to enforce discipline and administer tests. (Instead of spending money on teachers, Mitra recruits cheerleading "grannies," older women from the UK who offer the kids words of praise and encouragement via Skype.)

The idea that computers can ever replace teachers and schools reveals a deep lack of understanding about the role leadership plays in student success.

Read more at the link provided.

## Additional resources:

1. Teacher vs. Computer: Showdown for the Future of Education? <http://catlinton.com/2011/01/teacher-vs-computer-showdown-for-the-future-of-education/> (2011)
2. Computers vs. Old-Fashioned Teaching: Which is better? <http://abcnews.go.com/GMA/story?id=3014960&page=1> (2007)
3. Computers vs. Teachers <http://www.studymode.com/essays/Computers-Vs-Teachers-404427.html> (2010)



# Your school Our education

## A Level Playing Field: How College Readiness Standards Change the Accountability Game

March 25, 2013  
Michael Dahlin, Beth Tarasawa

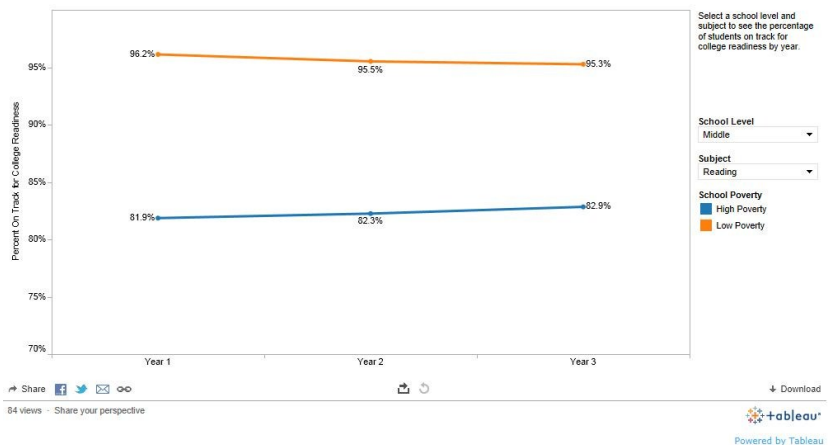
[http://www.kingsburycenter.org/our-research/research-reports-publications?search=high-achieving%2C+high+poverty&report\\_type=All](http://www.kingsburycenter.org/our-research/research-reports-publications?search=high-achieving%2C+high+poverty&report_type=All)

In this follow-up to *Do High flyers Maintain Their Altitude? Performance Trends of Top Students*, the academic growth of a large sample of students, all of them high achievers within their own schools, were followed over a three-year period. Their achievement scores were matched with their associated probability of being on track to meet ACT college readiness benchmarks. The study yielded several major findings and policy implications.

Website includes report, a companion report and data gallery.

### A College Readiness Achievement Gap Persists Between High- and Low-Poverty Schools

The majority of high achievers in all schools are on track for college readiness. However, a higher proportion are on track in wealthier schools than in poorer schools.



Data example

COURTESY OF TEACHING TOLERANCE  
**THE NEUROSCIENCE OF CALL AND RESPONSE**  
APRIL 15, 2013. ZARETTA HAMMON

Read the entire article at:  
<http://www.tolerance.org/blog/neuroscience-call-and-response>

### Article Highlights:

- Science behind cultural responsiveness is important.
- Gives insight how various cultures wire the brain for learning.
- What is the “call and response” technique? This process imbeds information more into the brain.
- Laws and customs during slavery make it illegal or difficult for some to learn to read.
- 3 aspects: Attention Activation, Firing and Wiring and Mirror Neurons
- Simply telling a student to pay attention doesn’t result in “paying attention.”
- “Students actively involved in their cultures’ learning traditions helps develop strong neural pathways that become the



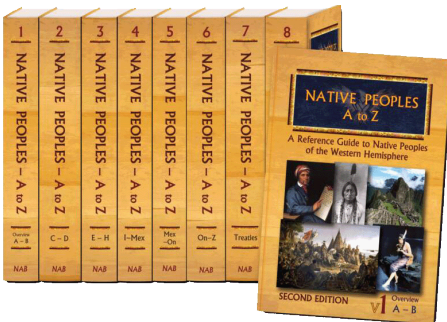
## Education Resources

Resources are for the classroom, school or family.



## NATIVE PEOPLES - A TO Z

### A REFERENCE GUIDE TO THE NATIVE PEOPLES OF THE WESTERN HEMISPHERE



American Indian educators and students are looking for new reference materials that are culturally appropriate and sensitive to the many customs and ways of various tribes. The material needs to reflect the diverse experiences that relate to indigenous peoples of the Americas. We are pleased to announce that such a publication is now available in NATIVE PEOPLES A to Z - Second Edition.

The addition of NATIVE PEOPLES A to Z in your collection will allow teachers access to a professional development resource and a reference that is culturally related to the academic needs of American Indian students. NATIVE PEOPLES A TO Z will promote American Indian self-esteem and character development.

\$995.00/set: Contact 810-231-3728

<http://www.thenativepeoples.com/>



2014 Teacher of  
the Year

<http://www.education.ne.gov/>

NOMINATE TODAY

# HEALTH WATCH



MOMAHA

## DOCTORS WARN TEENS: DON'T TAKE THE CINNAMON CHALLENGE

LINDSEY TANNER, APRIL 23, 2013

READ THE ARTICLE AT: [HTTP://WWW.OMAHA.COM/ARTICLE/20130422/LIVEWELL01/304229986/1685#DOCTORS-WARN-TEENS-DON-T-TAKE-THE-CINNAMON-CHALLENGE](http://www.omaaha.com/article/20130422/LIVEWELL01/304229986/1685#DOCTORS-WARN-TEENS-DON-T-TAKE-THE-CINNAMON-CHALLENGE)

### ARTICLE HIGHLIGHTS:

- Swallowing a spoonful of ground cinnamon in 60 seconds without water
- This can cause breathing problems, include collapsed lung and throat irritation
  - Cinnamon is made from tree bark which can scar lungs.



YouTube boosts over 50,000 videos on teens taking the cinnamon challenge. You can find additional information at this sites:

Boston Globe: <http://www.bostonglobe.com/lifestyle/health-wellness/2013/04/28/why-kids-should-avoid-taking-cinnamon-challenge/JvV15gFObISv68nupSP4vN/story.html>

FoxNews.com: <http://www.foxnews.com/health/2013/04/22/doctors-warn-teens-about-taking-cinnamon-challenge-in-new-report/>

Google has hundreds of articles on this new, dangerous “fad” that is ruining our youth’s health.



REMEMBER TO STAY HEALTHY  
THIS SUMMER.

DEVELOP SOME NEW HABITS.

We want to see you next year.. So drive safe

Teens this summer is a great opportunity to take Driver Safety Courses. You are important to us!!!

<http://www.nesafetycouncil.org/teen-driver-education>

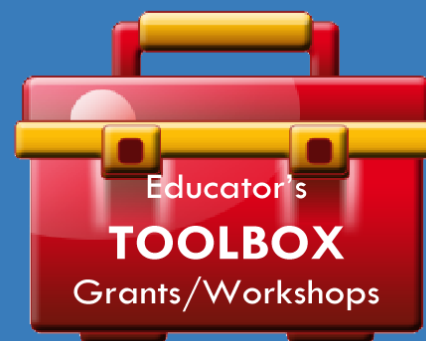


### Dollar General Literacy Foundation: Youth Literacy Grants

Dollar General Literacy Foundation Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations to help students who are below grade level or experiencing difficulty reading. Grant funding is provided to assist in implementing new or expanding existing literacy programs; purchasing new technology or equipment to support literacy initiatives; and/or purchasing books, materials, or software for literacy programs. Maximum award: \$4,000. Eligibility: schools, public libraries, and nonprofit organizations. Deadline: May 23, 2013.

### NASPE/ING: Run For Something Better

ING Run For Something Better, in partnership with the National Association for Sport and Physical Education, has developed a school-based running program for each school that desires to establish such a program or expand an existing one. Maximum award: \$2,500. Eligibility: programs that target Kindergarten through 8th grade in elementary or middle schools. Deadline: May 15, 2013.



## Grant/Fellowships and Funding Opportunities

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BYWAY

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Search here... GO

**THE LINCOLN HIGHWAY SCENIC & HISTORIC BYWAY**

*Welcome to Mainstreet across Nebraska!*

30 U.S. HIGHWAY 30

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HISTORY

HISTORIC SITES

MEMBER INFORMATION

PHOTO GALLERY

RESOURCES & NEWS

WESTERN CENTRAL EASTERN

**Celebrate the centennial of the father road!**

Nebraska's Lincoln Highway Scenic and Historic Byway is the only byway that traverses the entire state. Now known as U.S. Highway 30, this historic route lets you enjoy a leisurely tour. Discover diversity, nostalgia and small-town charm.

This website conveniently divides your drive into Western, Central and Eastern Regions, providing information on historic Lincoln Highway sites, current attractions and amenities.

Follow history as you drive alongside the Oregon, Mormon and California Trails, the Pony Express route and the Union Pacific, part of the first transcontinental railroad. You'll also experience the cultural, natural wonders and agricultural bounties of Nebraska.

Click on the images below to read up on how you celebrate the Lincoln Highway Centennial in Nebraska.

Plan your trip on paper!  
Click here for more.

REQUEST A BROCHURE

Get out your compass!  
Click here for more.

DOWNLOAD THE MAP

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Nebraska Lincoln Highway & Scenic Byway  
**Group Tour Planner**  
celebrating the  
Lincoln Highway Centennial  
1913-2013

2013 CENTENNIAL EDITION  
**Lincoln Highway**  
Scenic & Historic  
Byway Guide

OFFICIAL  
LINCOLN HIGHWAY ASSOCIATION  
1913-2013  
CENTENNIAL  
CELEBRATION

Click here for Centennial Celebration activities.

### Discover

# Nebraska

Join the celebration in  
Kearney  
June 30-July 1

Full information and downloadable  
guide

[http://  
lincolnhighwaynebraskabyway.com/](http://lincolnhighwaynebraskabyway.com/)





## Building Your Professional Community

Conferences, workshops, and meetings



**June 11-12 Kearney**

<http://nmla.shutterfly.com/>

Registration is OPEN. PRINCIPALS FREE  
with 2 paid teacher registrations

### Keynote and Guest Speakers

Chancellor Doug Kristensen, University of Nebraska-Kearney  
"The Role of Middle Level Educators in College Prep"

Graci Gillming, ESU 10 at Kearney  
"Cyberbullying: Recognition, Intervention and Prevention"

Dr. Roger Breed, Commissioner  
Nebraska Department of Education

### Latino Summit

**October 22, 2013**

Younes Convention Center, Kearney

Keynote speaker: Richard Montañez, Multicultural Sales & Community Promotions for PepsiCo's North American divisions.

Read about Mr. Montanez at:

<http://latino.foxnews.com/latino/community/2012/03/26/our-american-dream-richard-montanez-janitor-invents-hot-cheeto/>



**2nd Annual Symposium  
Special Education and Beginning Teaching  
July 29, 2013 Lincoln**

<http://www.education.ne.gov/cspdl/Conference.html>

### NATIVE AMERICAN STUDENT ACHIEVEMENT SYMPOSIUM

#### "Racing the Rez"

<http://racingtherez.com/>

<http://www.kickstarter.com/projects/1808230198/racing-the-rez-a-documentary>

Here are some links to articles about him:

<http://www.outsideonline.com/outdoor-adventure/running/Running-Down-A-Dream.html>

<http://navajotimes.com/opinions/2011/10/11/100611notebook.php>

**DON'T MISS IT ON OCTOBER 7: WAYNE STATE COLLEGE**

<http://www.education.ne.gov/mce/Symposium.html>



**Racing the Rez**



Presentation Proposal Deadline: May 10 <http://www.niea.org/>  
Pre-registration is now open.

National Association for Multicultural Education Annual conference: <http://nameorg.org/annual-conference/>

National Indian Education Association Conference: <https://niea.site-ym.com/?page=AtAGlance>

**nominations are due May 10<sup>th</sup>** <https://niea.site-ym.com/?page=AwardsGuide>

Reclaiming Youth Black Hills Seminars: <http://www.reclaiming.com/content/BHS>

Midwest Equity Update, Kansas City MO October 10-11, 2013



### SEP A Teacher Days-South Sioux City, NE

June 13 & 14 OR August 1 & 2

Marina Inn, South Sioux City

[http://www.unmc.edu/rhen/SEPA\\_Teacher\\_Workshop.htm](http://www.unmc.edu/rhen/SEPA_Teacher_Workshop.htm)

Registrations deadlines are in May



**NCSA**  
**Nebraska Council of**  
**School Administrators**

**Administrator's Days**  
July 31-August 2  
Younes Conference Center-Kearney



**NEBRASKA**  
**DEPARTMENT OF**  
**EDUCATION**



## Scholarships

### EPA: Sense of Wonder Contest

To honor the late preservationist and ecologist Rachel Carson, the EPA, Generations United, and the Rachel Carson Council, Inc., are holding a photo, essay, and poetry contest "that best expresses the Sense of Wonder that you feel for the sea, the night sky, forests, birds, wildlife, and all that is beautiful to your eyes." In her book *The Sense of Wonder* (written in the 1950s and published in a magazine in 1956), Carson used lyrical passages about the beauty of nature and the joy of helping children develop a sense of wonder and love of nature. Maximum award: publication on the websites of EPA Aging Initiative, Generations United, and Rachel Carson Council, Inc. Eligibility: entries must be joint projects involving a person under age 18 and a person age 50 or older. Deadline: June 10, 2013. <http://www.epa.gov/aging/resources/thesenseofwonder/index.htm>

### **Starbucks, Wal-Mart offering classes-for college credit**

CNN Money, April 16, 2013

A growing number of Fortune 500 companies, like Wal-Mart, have grown tired of waiting for colleges and universities to produce the skilled workers they need and have started offering their own classes instead. And as an added bonus for employees: Many of these courses -- from Starbucks' Barista Basics to Jiffy Lube's finance fundamentals -- are eligible for college credit.

Finish reading at: <http://money.cnn.com/2013/04/15/pf/college/corporate-classes/index.html>

## Students Only Zone

Workshops, learning experiences,  
scholarships



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